



Missouri Public School Accountability Report

Key statistics about Missouri's public schools, including information required by "No Child Left Behind"

Public School Enrollment, K-12					
	1998-99	1999-00	2000-01	2001-02	2002-03
Total Enrollment	895,530	894,843	894,032	890,456	893,575
Asian	1.08%	1.12%	1.16%	1.22%	1.29%
Black	17.08%	17.28%	17.39%	17.47%	17.67%
Hispanic	1.41%	1.58%	1.82%	2.00%	2.27%
American Indian	0.28%	0.33%	0.31%	0.32%	0.33%
White	80.1%	79.7%	79.3%	79.0%	78.4%

Students Receiving Special Education Services (Includes Students in State-Operated Schools)				
1998-99	1999-00	2000-01	2001-02	2002-03
13.87%	14.17%	14.45%	14.86%	14.97%

Students Eligible for Free- or Reduced-Price Lunch				
1998-99	1999-00	2000-01	2001-02	2002-03
35.86%	36.46%	36.91%	37.91%	39.21%

Limited English Proficiency (LEP) Students				
1998-99	1999-00	2000-01	2001-02	2002-03
.91%	1.14%	1.29%	1.47%	1.66%

School Accountability Report Cards

Under state law (Section 160.522, RSMo), school districts are required to publish an annual "school accountability report card." Districts must provide detailed information about each school, as well as information about academic performance, finances, staffing and other district-level indicators.

Beginning in 2003-04, districts must report to their communities additional data required by the federal No Child Left Behind Act of 2001 (NCLB). The new items include student enrollment by race, graduation rates, Missouri Assessment Program (MAP) data disaggregated by subgroups of students for each building, pupil attendance rates, "adequate yearly progress" (AYP) in math and communication arts for the district and each building, and the percentage of classes taught by "highly qualified teachers."

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The federal law also requires the Department of Elementary and Secondary Education to publish a state-level “report card” with specific data about student and school performance. This document fulfills that requirement.

The Department has developed an online system that provides nearly all of the data that school districts are required to publish under state and federal law. Reports about every school district, school building and charter school are available at <http://dese.mo.gov/schooldata>.

Online Data

This publication is available online (<http://dese.mo.gov/schooldata>).

The state version of this data is also available online (<http://dese.mo.gov/planning/profile/state03.html>).

Rates of Pupil Attendance

	1998-99	1999-00	2000-01	2001-02	2002-03
All Students	93.0%	93.6%	93.7%	93.9%	93.7%
Elementary (K-8)	93.8%	94.4%	94.6%	94.6%	94.5%
Secondary (9-12)	90.8%	91.4%	91.5%	92.0%	91.9%

High School Dropout Rates

	1998-99	1999-00	2000-01	2001-02	2002-03
All Students	4.83%	4.53%	4.24%	3.68%	3.38%
Asian	3.38%	2.67%	2.46%	1.57%	1.44%
Black	7.18%	6.53%	6.24%	5.82%	5.42%
Hispanic	7.37%	8.62%	7.07%	5.91%	5.13%
American Indian	6.45%	3.42%	5.13%	4.83%	3.75%
White	4.36%	4.10%	3.83%	3.26%	2.96%

High School Graduation Rates

	1998-99	1999-00	2000-01	2001-02	2002-03
Total No. of Graduates	52,466	52,779	54,111	54,510	56,477
Graduation Rate	78.3%	80.1%	81.4%	82.4%	84.2%

Where Our Graduates Go

	1998-99	1999-00	2000-01	2001-02	2002-03
4-Year Institution	39.8%	38.5%	39.3%	39.5%	39.4%
2-Year Institution	19.8%	22.0%	22.8%	24.6%	25.5%
Technical School	4.0%	3.8%	4.1%	3.9%	4.1%
Work	23.6%	23.7%	22.3%	21.1%	20.0%
Military/Other	10.2%	9.0%	9.9%	9.2%	7.2%
Status Unknown	NA	NA	NA	0.3%	3.8%

Missouri Assessment Program (MAP) Reading Scores					
	1998-99	1999-00	2000-01	2001-02	2002-03
Grade 3 Satisfactory & Above	67.9%	67.6%	71.7%	76.8%	73.4%
Grade 7 Satisfactory & Above	57.5%	59.0%	64.4%	65.8%	62.6%



ACT Average Composite Score					
	1998-99	1999-00	2000-01	2001-02	2002-03
Missouri	21.6	21.6	21.4	21.5	21.4
National	21.0	21.0	21.0	20.8	20.8
Percent of Graduates Tested					
Missouri	67%	69%	70%	68%	69%
National	36%	38%	38%	39%	40%

Reading

Student reading scores, as measured by the MAP in grades 3 and 7, fell by three percentage points in 2003.

ACT Assessment

Last year, 42,840 Missouri graduates (69 percent) took the ACT exam as sophomores, juniors or seniors.

National Assessment of Educational Progress (NAEP)				
	Missouri	National	Missouri	National
MATH	2000		2003	
Grade 4 • Proficient or Advanced	23%	22%	30%	31%
Grade 8 • Proficient or Advanced	21%	25%	28%	27%
READING	2002		2003	
Grade 4 • Proficient or Advanced	32%	30%	34%	30%
Grade 8 • Proficient or Advanced	33%	31%	34%	30%

NAEP Scores

In 2003, for the first time, every state participated in the National Assessment of Educational Progress (NAEP) in math and reading. A sample of students in grades 4 and 8 were assessed. According to No Child Left Behind, the NAEP exams will now be administered every other year by all states and will be used to compare states' overall academic performance and progress in math and reading.

Except in fourth-grade mathematics, Missouri is above the national average in the percentage of students at the proficient or advanced levels. In every category, the percentage of Missouri students at or above the proficient level increased in 2003 compared to the previous NAEP exam. In math, Missouri students in grade 4 and 8 have made significant progress since 2000.



The MAP Exams

Scores from the Missouri Assessment Program (MAP) exams are the primary academic measure used in the state's system of accrediting school districts (the Missouri School Improvement Program, or MSIP). Now, MAP scores also play a pivotal role in meeting federal accountability standards under NCLB.

From 1999 to 2002, MAP scores showed slow but consistent progress in almost all subjects and grades. In 2003, however, scores were flat or slightly lower in most areas.

Missouri Assessment Program Achievement Data

This is a summary. A full report of statewide MAP scores for each grade and subject tested is available at <http://dese.mo.gov/divimprove/assess>. Click on "2003 State Results." Click on "2003 Disaggregated Data" for MAP data broken down by various subgroups of students.

	1998-99	1999-00	2000-01	2001-02	2002-03
MATH					
Grade 4					
• Advanced & Proficient	35.3%	36.7%	37.7%	37.6%	37.2%
• Step 1 & Progressing	22.1%	22.3%	20.4%	21.1%	20.2%
Grade 8					
• Advanced & Proficient	10.4%	14.1%	14.7%	13.7%	13.9%
• Step 1 & Progressing	60.5%	57.1%	54.4%	54.6%	51.2%
Grade 10					
• Advanced & Proficient	9.7%	10.3%	12.7%	10.7%	12.4%
• Step 1 & Progressing	61.9%	60.0%	56.8%	59.0%	55.4%
COMMUNICATION ARTS					
Grade 3					
• Advanced & Proficient	28.8%	31.7%	31.6%	35.4%	34.1%
• Step 1 & Progressing	32.0%	30.1%	28.6%	26.3%	26.4%
Grade 7					
• Advanced & Proficient	30.5%	32.3%	34.2%	32.0%	32.4%
• Step 1 & Progressing	39.0%	37.8%	34.5%	35.5%	36.3%
Grade 11					
• Advanced & Proficient	23.4%	22.8%	22.6%	23.7%	21.8%
• Step 1 & Progressing	38.7%	38.8%	33.8%	34.6%	35.4%
SCIENCE					
Grade 3					
• Advanced & Proficient	34.7%	44.9%	45.6%	47.7%	47.8%
• Step 1 & Progressing	21.5%	18.5%	17.7%	15.5%	14.5%
Grade 7					
• Advanced & Proficient	14.5%	15.3%	13.6%	14.2%	15.0%
• Step 1 & Progressing	59.9%	59.3%	60.7%	59.2%	59.7%
Grade 10					
• Advanced & Proficient	4.5%	5.9%	8.7%	5.2%	6.3%
• Step 1 & Progressing	53.0%	56.2%	51.1%	55.8%	55.1%
SOCIAL STUDIES					
Grade 4					
• Advanced & Proficient	26.0%	37.7%	41.8%	40.1%	42.3%
• Step 1 & Progressing	37.6%	32.2%	26.8%	28.8%	29.6%
Grade 8					
• Advanced & Proficient	36.4%	42.3%	41.8%	42.0%	40.4%
• Step 1 & Progressing	34.6%	31.3%	29.9%	29.9%	32.0%
Grade 11					
• Advanced & Proficient	14.0%	16.7%	20.4%	15.9%	18.0%
• Step 1 & Progressing	45.7%	44.8%	40.0%	43.4%	46.1%

Adequate Yearly Progress (AYP)		
School Districts	Number Met	Percent Met
Made Adequate Yearly Progress	215	41.0%
Communication Arts	252	48.1%
Mathematics	328	62.6%
Schools		
Made Adequate Yearly Progress	1,046	50.9%
Communication Arts	1,192	59.4%
Mathematics	1,296	64.7%
Subgroups of Students	Comm. Arts	Math
All Students	Met	Met
Asian	Not Met*	Not Met*
Black	Not Met	Not Met
Hispanic	Not Met*	Not Met*
American Indian	Met	Met
Pacific Islander	Met	Met
White	Met	Met
Other/Non-Response	Not Met*	Not Met*
Free- or Reduced-Price Lunch	Not Met	Met
Students with Disabilities	Not Met	Not Met
Limited English Proficient Students	Not Met	Not Met*
Not Met* = Did not meet AYP because more than 5% of the students were not tested.		



Adequate Yearly Progress

To achieve the goal of all children being “proficient” by 2014, all public schools and districts must make satisfactory improvement – “adequate yearly progress” – each year. Based on criteria included in NCLB, the Department has established specific AYP targets in communication arts and math.

Slightly over half of the state’s public schools (1,046 or 50.9%) achieved AYP in communication arts and math in 2003.

Missouri’s “starting points” for determining annual AYP targets were based on 2002 MAP scores. For 2003, the AYP goal for all schools in communication arts is 19.4% of all students being proficient. In math, the goal is 9.3%. As required by NCLB, these goals will increase each year.

Each of the subgroups listed in this chart must meet the annual proficiency targets. At the school and district levels, any subgroup with more than 30 students is accountable for achieving AYP. In addition, schools must make sure that at least 95 percent of the students in each subgroup are tested. If the 95 percent threshold is not met, that group cannot meet AYP, regardless of the subgroup’s overall scores.

The Department also has identified 32 schools that are “in school improvement” based on AYP criteria that were in place prior to NCLB. These buildings are listed at <http://dese.mo.gov/divimprove/fedprog/instrucimprov/schlimprov.html>.



Highly Qualified Teachers

One of the major goals of No Child Left Behind is to ensure high-quality teachers for all children in public schools, regardless of where they live or go to school. As a result, the law requires greater public disclosure of teachers' qualifications.

Teachers are considered "highly qualified" if they hold at least a bachelor's degree, are fully certified by the state for all of their class assignments and have expertise in the content area they teach. In Missouri, a teacher who is fully certified meets these criteria.

In the past, Missouri has reported the certification status of teachers. No Child Left Behind goes further and requires the reporting of the percentage of classes that are taught by highly qualified teachers. This is the first time that state-level statistics have been reported in this form.

The state and local school districts also are required to compare the percentage of classes taught by highly qualified teachers in "high-poverty" versus "low-poverty" schools.

Missouri is one of about a dozen states in which at least 95 percent of all classes are taught by highly qualified teachers.

Number of Teachers, K-12

1998-99	1999-00	2000-01	2001-02	2002-03
61,984	63,492	64,077	66,011	66,579

Average Teacher Salaries (Includes Career Ladder, Extra Duty Pay, etc.)

1998-99	1999-00	2000-01	2001-02	2002-03
\$34,803	\$35,656	\$36,714	\$37,992	\$39,293

Certification Status of Teachers, 2002-03

Number of Classroom Teachers	66,579
Teachers with Regular Certificates*	97.0%
Temporary Authorization or Special Assignment Certificates	1.8%
Substitute, Expired or No Certificate	1.3%

***Regular Certificates.** Includes "Life Certificate," "Professional Class I Certificate" and "Professional Class II Certificate," "Continuous Professional Certificate" and "Provisional Certificate." A provisional certificate is a two-year, non-renewable license for individuals who lack a few requirements for full certification.

"Temporary Authorization Certificate." A one-year renewable certificate for individuals with a bachelor's degree who are employed by a school district and who complete coursework each year toward their teaching certificate.

Courses Taught by Highly Qualified Teachers

Number of Classes	254,600
Number of Classes Taught by Highly Qualified Teachers	242,208
Percent of Classes Taught by Highly Qualified Teachers	95.1%
<ul style="list-style-type: none"> Highest-Poverty Schools Lowest-Poverty Schools 	90.0% 97.4%

Note: Highest-poverty schools (top quartile) are those in which at least 60% of the students are eligible for free- or reduced-price lunch. Lowest-poverty schools (bottom quartile) are those in which less than 27% of students are eligible for free- or reduced-price lunch.

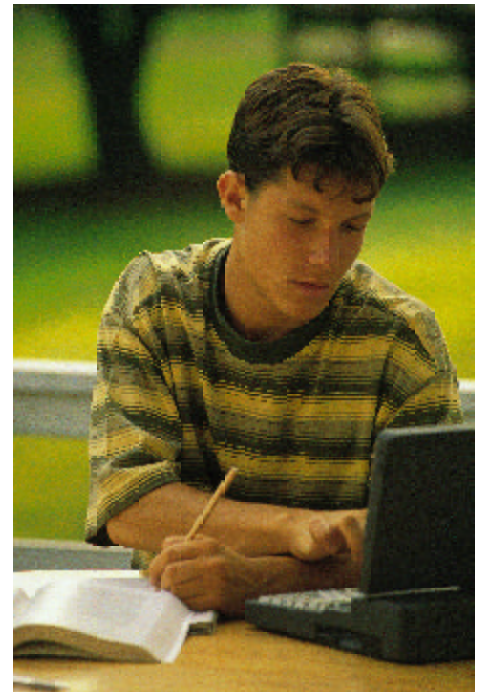
Sources of Revenue for Schools					
	1998-99	1999-00	2000-01	2001-02	2002-03
Local*	55.14%	56.17%	55.93%	56.82%	56.80%
State	38.35%	37.22%	37.03%	35.43%	34.98%
Federal	6.51%	6.62%	7.04%	7.75%	8.22%
*Includes Local, County and State 1¢ Sales Tax ("Proposition C")					

Expenditures Per Pupil (in Average Daily Attendance)				
1998-99	1999-00	2000-01	2001-02	2002-03
\$5,911	\$6,303	\$6,767	\$7,147	\$7,345

Average Tax Rates					
	1998-99	1999-00	2000-01	2001-02	2002-03
Operating Funds	\$3.39	\$3.41	\$3.42	\$3.42	\$3.45
Debt Service	\$0.44	\$0.40	\$0.49	\$0.53	\$0.55

Disciplinary Actions, 2002-03	
Number of Incidents Reported	12,430
Incident Rate (Per 100 Students)	1.39
Type of Removal	(number rate)
• Out-of-School Suspension (10 Days or More)	11,141 1.25
• Expulsion	123 0.01

Accreditation Status of School Districts			
Accredited	Provisionally Accredited	Unaccredited	Total
505	18	1	524



Safe Schools

Under the new federal law, states must identify unsafe ("persistently dangerous") schools and allow students in those schools to switch to other schools within the district.

The State Board of Education has adopted a formal policy for identifying persistently dangerous schools (<http://dese.mo.gov/schoollaw/rulesregs/50355100.htm>), but no schools have been identified as of January 2004.

**Department of Elementary and Secondary Education
D. Kent King, Commissioner of Education
P.O. Box 480 • Jefferson City, MO 65102
573-751-3469 • <http://dese.mo.gov>**